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AUTHOR	Warren, John
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ABSTRACT

This ERIC "FAST Bib" provides annotations of ERIC documents and journal articles that address the question of how to balance two opposing forces operating in today's schools, i.e., the forces of change and complacency, to establish an exemplary language arts curriculum that is a reality and not just a theoretical mirage. The 18 annotations presented in the FAST Bib are of materials published in 1990 and 1991 that discuss this question. The FAST Bib begins with an overview section containing articles concerning issues related to curriculum development in the language arts, proceeds to titles in the areas of reading and writing, and concludes with materials on oral communication. (RS)

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Curriculum Development in the Language Arts

by John Warren

The curricula of today's schools are under a microscope. On the one hand, we want change; on the other, we want to keep to what we know. Without a doubt, this dichotomy causes stress within our educational system. How can we balance the forces of change and complacency to establish an exemplary curriculum that is a reality, and not just a theoretical mirage?

This ERIC *FAST Bib* provides references that discuss this question. It is divided into three sections and starts with an overview of the issues related to curriculum development in the language arts. It then proceeds to the areas of reading and writing, and then oral communication.

Abstracts for some of the articles cited here have been abbreviated to conform to the FAST Bib format. Three types of citations are provided in the bibliography: ERIC documents, journal articles, and papers.

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Overview

Sullivan, Jane. "Should the U.S. Have a National Reading/Language Arts Curriculum?" Paper presented at the Annual Meeting of the College Reading Association (Crystal City, VA, October 31-November 3, 1991). 11 p. [ED 341 048]

Reading educators must insure that any educational reform reflects what is best for students; that the reformers avoid a top-down approach that ignores input from classroom teachers, from curriculum and reading supervisors, from teacher educators; and that if there is to be a national curriculum, it must be one that works.

Tchudi, Stephen. *Planning and Assessing the Curriculum in the English Language Arts*. Association for Supervision and Curriculum Development, Alexandria, Va. 1991. 116 p. [ED 340 016]

Resisting the notion that there is a single English language arts curriculum that all schools can or should follow, this book focuses on processes for designing, implementing, and evaluating curricula suited to the needs of individual schools and students.

Martin, Rodney D. "Empowering Teachers to Break the Basal Habit." Paper presented at the Annual Meeting of the International Reading Association. 1991. 7 p. [ED 334 568]

Certain events between the late sixties and the eighties were major influences in empowering Australian reading teachers to break the basal habit; these events are described in detail in this document. By the mid-to-late eighties, publishers could no longer market basal readers in Australia; evaluation became increasingly dependent on the teacher's observations, records, and samples of work;

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and publishers, teachers, and academics began to collaborate to develop a broad range of valid materials for the classroom. Some reasons why teachers were so willing to break away from dependence on basal texts include the empowerment of teachers through the political acceptance of alternatives, training, a grass roots movement, and cooperative effort.

English-Language Arts Model Curriculum Standards: Grades Nine through Twelve. Second Edition. California State Dept. of Education, Sacramento. 1991. 55 p. [ED 332 200]

Intended for teachers, administrators, and concerned others, this model curriculum guide was developed to reflect the strongest possible consensus about the English-language arts content that every student in the State of California should be exposed to before graduating from high school.

Ediger, Marlow. "Organization of the Language Arts." 1991. 17 p. [ED 329 979]

Teachers, principals, and supervisors must become very knowledgeable and conversant about different approaches utilized in organizing the language arts curriculum. Thus, the separate subjects approach, the correlated approach, the fused curriculum, and the integrated curriculum represent diverse ways of organizing each of the curriculum areas in the elementary school.

Anen, Judith. "Enhancing the Curriculum through the Addition of Rich and Diverse Language Development Activities." Ed.D. Practicum, Nova University. 1991. 72 p. [ED 329 944]

The primary goal of this practicum was to provide opportunities for rich and diverse language activities designed to enhance the kindergarten curriculum.

Piazza, Stephen; Suhor, Charles, Comps. "Trends and Issues in English Instruction, 1990—Six Summaries. Summaries of Informal Annual Discussions of the Commissions of the National Council of Teachers of English." 1990. 15 p. [ED 315 793]

Information on current trends and issues in English instruction, compiled by the directors of six National Council of Teachers of English commissions, is presented in this report, the seventh annual report by the commissions.

Nathan, Ruth. "Curriculum Change: One Consultant's Perspective," *Writing Notebook: Creative Word Processing in the Classroom*, v8 n3 p4-6 Jan-Feb 1991.

Offers a list of 12 elements that are basic to curricular change. Cites examples that focus on a process approach to writing.

Reading and Writing

Tritt, Michael. "Straddling Two Worlds: Teaching Composition and Literature in the Colleges," *CEA Forum*, v21 n2 p4-7 Sum 1991.

Discusses the problem of integrating reading, writing, literature, and composition courses. Offers suggestions on new ways to approach literature through writing.

Callaghan, Patricia. "Collaborative Research: Discovering a K-6 Writing Curriculum," *Journal of Teaching Writing*, v9 n2 p149-58 Fall-Win 1990.

Describes the collaboration between a researcher and the teachers at an elementary school in a curriculum inquiry and assessment process. Discusses putting the process to work, deciding what skills to teach, deciding what revisions to make, and noting the effects of the process on the participants.

Honeychurch, Joyce. "Language, Cognition, and Learning: Expressive Writing in the Classroom," *Journal of Curriculum and Supervision*, v5 n4 p328-37 Sum 1990.

Examines the origin of expressive writing, briefly reviewing Britain's language-across-the-curriculum reform movement and expressive writing's debt to that movement. Describes a conference where British and American educators exchanged ideas about language and learning. Explains how psycholinguistics has provided the intellectual framework for expressive writing.

Erickson, Lawrence G. "How Improvement Teams Facilitate Schoolwide Reading Reform," *Journal of Reading*, v33 n8 p580-85 May 1990.

Examines the problems in initiating schoolwide reading reform. Argues for the formal establishment of a reading improvement team to negotiate and collaborate on long-range initiatives to improve reading instruction districtwide.

Zeni, Jane. "Computers, Writing, and Empowerment in South Africa," *Writing Notebook: Creative Word Processing in the Classroom*, v7 n4 p4-6 Apr-May 1990.

Reports on a month-long visit to South African alternative educational programs which are filling the gap between the official computer curriculum and the potential power of computers for writing and publishing. Describes how progressive South African educators use the computer as a tool for empowerment and to subvert the established curriculum.

Rasinski, Timothy V.; Zutell, Jerome B. "Making a Place for Fluency Instruction in the Regular Reading Curriculum," *Reading Research and Instruction*, v29 n2 p85-91 Win 1990.

Focuses on the development of and research into well-articulated models of reading fluency instruction that make fluency an integral part of the regular reading curriculum.

Kinzer, Charles K., and others. "Effects of Multimedia to Enhance Writing Ability." Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 15-21, 1990). 18 p. [ED 318 030]

Examines whether students, when removed from a video-based context, were able to transfer the writing-related objectives taught within a curriculum to similar writing tasks. Subjects were 24 sixth-grade, learning disabled students enrolled in a resource room language arts program, who participated during the first year of a project. Students participated in a news reporting curriculum for 9 weeks. Group pre- and posttests focusing on writing and comprehension were also administered. Although both video and orally presented prompts produced posttest

gains, substantially more students gained on the written/orally presented topic. It appears that the curriculum positively influenced writing when removed from the video context.

Oral Communication

Guidelines for Developing Oral Communication Curricula in Kindergarten through Twelfth Grade. Speech Communication Association, Annandale, VA. 1991. 57 p. [ED 337 828]

This booklet addresses the issue of whether or not students are being taught to communicate effectively, and discusses the following topics: criteria of oral communication curricula; resources and syllabi; and conclusions.

Edwards, Peter. "Listening: The Neglected Language Art." 1991. 12 p. [ED 328 926]

To improve the teaching of listening in schools, it has been suggested that children be trained in three ways: (1) concentrate on body language and gestures; (2) practice techniques to overcome negative attitudes toward listening; and (3) learn to identify important aspects of a speaker's material.

Seely, John. "Another Fine Mess . . . the Grammar of Speech and Writing in the National Curriculum," *Use of English*, v42 n1 p29-37 Fall 1990.

Argues that the confused thinking of the planners of Great Britain's National Curriculum for English is reflected in the relationship between speech and writing. Criticizes the curriculum's view that there is little difference between spoken and written English. Asserts that teachers can encourage in students a creative, flexible, and personal writing style.

Erlbaum, Sheila-Judith. "A Comprehensive PEL-IEP Speech Curriculum Overview and Related Carryover and Summary Forms Designed for Speech Therapy Services for the Hearing-Impaired," *Language, Speech, and Hearing Services in Schools*, v21 n4 p196-204 Oct 1990.

Presents a curriculum for speech-language-communication skills which combines the Present Education Level and Individualized Education Program formats for deaf and hearing-impaired students. The curriculum was designed for preschool students, but is adaptable.

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ERIC Clearinghouse on Reading and Communication Skills
Indiana University
Smith Research Center, Suite 150
2805 East Tenth Street
Bloomington, IN 47408-2698
(812) 855-5847; (800) 759-4723
FAX (812) 855-4220

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